



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12931849
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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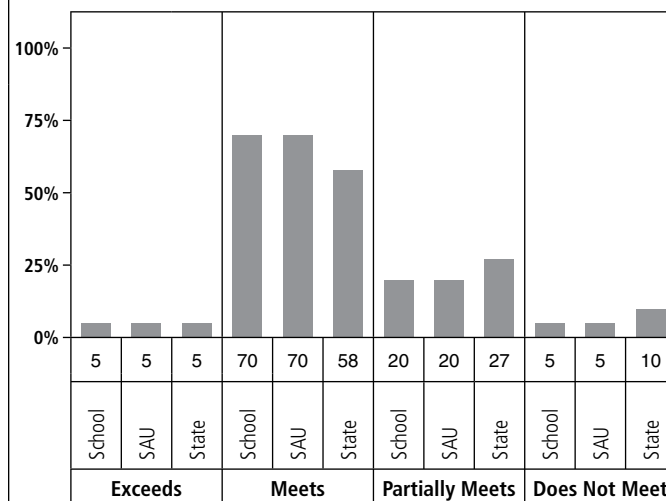
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

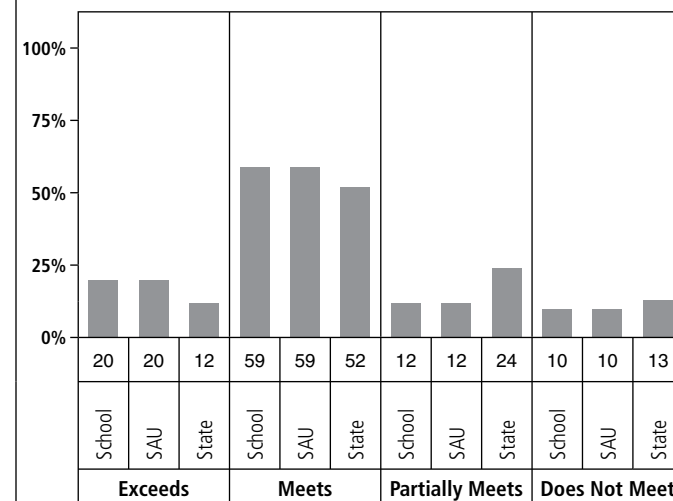
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	546	546	544
2006–2007	549	549	544
2007–2008	547	547	545
Cum. Avg.*	547	547	544
Mathematics			
2005–2006	549	549	543
2006–2007	554	554	546
2007–2008	551	551	546
Cum. Avg.*	551	551	545
ELA – Writing			
2005–2006			
2006–2007	544	544	541
2007–2008	538	538	538
Cum. Avg.*			

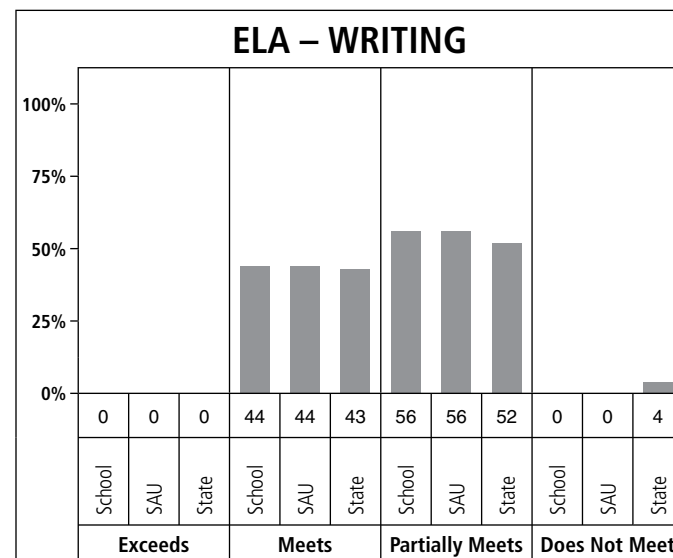
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics						ELA-Writing					
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	114	100	114	100	14240	100	114	100	114	100	14157	100	114	100	114	100	14156	100					113	99
Ethnicity African American/Black	1	1	1	1	404	3	1	100	1	100	396	98	1	100	1	100	398	99					0	0
American Indian or Native Alaskan	2	2	2	2	118	1	2	100	2	100	118	100	2	100	2	100	118	100					2	100
Asian or Pacific Islander	1	1	1	1	201	1	1	100	1	100	199	99	1	100	1	100	199	99					1	100
Hispanic	1	1	1	1	178	1	1	100	1	100	170	97	1	100	1	100	174	99					1	100
Caucasian/White	109	96	109	96	13339	94	109	100	109	100	13274	100	109	100	109	100	13267	100					109	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	24	21	24	21	2555	18	24	100	24	100	2528	99	24	100	24	100	2526	99					24	100
Current LEP	3	3	3	3	337	2	3	100	3	100	328	97	3	100	3	100	334	99					2	67
Economically disadvantaged	22	19	22	19	5574	39	22	100	22	100	5528	99	22	100	22	100	5531	99					22	100
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	93	82	93	82	11042	78	93	82	93	82	11006	77					93	82
Identified disability (PET/IEP)	4	4	4	4	396	4	4	4	4	4	404	4					4	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1					0	0
504 plan	0	0	0	0	134	1	0	0	0	0	133	1					0	0
Participation with accommodations	19	17	19	17	2974	21	19	17	19	17	3014	21					18	16
Identified disability (PET/IEP)	18	95	18	95	1996	67	18	95	18	95	1986	66					18	100
LEP	3	16	3	16	175	6	3	16	3	16	189	6					2	11
504 plan	0	0	0	0	76	3	0	0	0	0	77	3					0	0
Other	0	0	0	0	766	26	0	0	0	0	801	27					0	0
Participation through alternate assessment (PAAP)	2	2	2	2	136	1	2	2	2	2	136	1					2	2
Identified disability (PET/IEP)	2	100	2	100	136	100	2	100	2	100	136	100					2	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3					0	0
504 plan	0	0	0	0	1	1	0	0	0	0	1	1					0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0					0	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0					1	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	11	11	11	11	721	5
	2006-2007	6	6	6	6	702	5
	2007-2008	6	5	6	5	659	5
	Cum. Total*	23	7	23	7	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	52	50	52	50	7571	53
	2006-2007	78	76	78	76	7730	55
	2007-2008	78	70	78	70	8195	58
	Cum. Total*	208	65	208	65	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	31	30	31	30	4343	30
	2006-2007	17	17	17	17	4182	30
	2007-2008	22	20	22	20	3800	27
	Cum. Total*	70	22	70	22	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	10	10	10	10	1628	11
	2006-2007	1	1	1	1	1419	10
	2007-2008	6	5	6	5	1362	10
	Cum. Total*	17	5	17	5	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.3	65.2	31.3	65.2	29.2	60.8
Literary Text	24	50	15.9	66.3	15.9	66.3	15.0	62.5
Informational Text	24	50	15.4	64.2	15.4	64.2	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	112	6	5	78	70	22	20	6	5	547	112	5	70	20	5	547	14016	5	58	27	10	545
Ethnicity																						
African American/Black	1										1						388	1	39	34	26	538
American Indian or Native Alaskan	2										2						116	0	44	45	11	541
Asian or Pacific Islander	1										1						197	5	64	23	8	546
Hispanic	1										1						167	2	47	37	14	542
Caucasian/White	107	6	6	76	71	20	19	5	5	547	107	6	71	19	5	547	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	22	0	0	6	27	10	45	6	27	537	22	0	27	45	27	537	2392	0	26	42	31	536
No	90	6	7	72	80	12	13	0	0	550	90	7	80	13	0	550	11624	6	65	24	5	547
Current LEP																						
Yes	3										3						319	1	36	34	29	537
No	109	6	6	78	72	21	19	4	4	547	109	6	72	19	4	547	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	22	1	5	11	50	7	32	3	14	543	22	5	50	32	14	543	5454	2	48	35	15	541
No	90	5	6	67	74	15	17	3	3	548	90	6	74	17	3	548	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	112	6	5	78	70	22	20	6	5	547	112	5	70	20	5	547	14011	5	58	27	10	545
Gender																						
Female	57	4	7	42	74	10	18	1	2	548	57	7	74	18	2	548	6766	7	62	24	8	546
Male	55	2	4	36	65	12	22	5	9	546	55	4	65	22	9	546	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	112	6	5	78	70	22	20	6	5	547	112	5	70	20	5	547	12265	5	62	25	8	546
Gifted/talented program																						
Yes	6	2	33	4	67	0	0	0	0	556	6	33	67	0	0	556	464	27	71	2	1	557
No	106	4	4	74	70	22	21	6	6	546	106	4	70	21	6	546	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Wells-Ogunquit CSD
 School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	1	100	500	1	0	0	0	100	500	5	2	42	34	22	540
B. less than one hour	74	5	6	58	70	16	19	4	5	548	74	6	70	19	5	548	66	5	60	27	9	545
C. one to two hours	25	1	4	20	71	6	21	1	4	546	25	4	71	21	4	546	26	5	61	26	8	546
D. more than two hours	0										0						2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	34	4	11	30	79	3	8	1	3	551	34	11	79	8	3	551	31	7	63	23	7	547
B. They match some of what I have learned.	59	2	3	48	73	14	21	2	3	547	59	3	73	21	3	547	55	4	61	27	8	545
C. They match just a little of what I have learned.	4	0	0	0	0	3	75	1	25	528	4	0	0	75	25	528	11	2	42	37	19	540
D. There is no match.	4	0	0	0	0	2	50	2	50	534	4	0	0	50	50	534	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	4	11	27	77	2	6	2	6	550	31	11	77	6	6	550	30	10	68	16	6	549
B. good	57	2	3	47	73	13	20	2	3	547	57	3	73	20	3	547	53	3	59	29	9	544
C. fair	11	0	0	4	33	6	50	2	17	540	11	0	33	50	17	540	15	1	41	40	18	539
D. poor	1	0	0	0	0	1	100	0	0	540	1	0	0	100	0	540	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	13	0	0	8	53	5	33	2	13	544	13	0	53	33	13	544	17	3	45	32	19	541
B. about the same as my regular schoolwork	71	4	5	61	77	11	14	3	4	548	71	5	77	14	4	548	67	5	62	26	7	546
C. easier than my regular schoolwork	16	2	11	9	50	6	33	1	6	546	16	11	50	33	6	546	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	2	22	5	56	2	22	537	8	0	22	56	22	537	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	59	2	3	50	77	10	15	3	5	547	59	3	77	15	5	547	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	33	4	11	25	68	7	19	1	3	549	33	11	68	19	3	549	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	12	3	23	6	46	1	8	3	23	547	12	23	46	8	23	547	18	8	64	20	8	547
B. 20 minutes to an hour	56	3	5	45	71	12	19	3	5	547	56	5	71	19	5	547	56	5	62	25	7	546
C. less than 20 minutes	16	0	0	16	89	2	11	0	0	549	16	0	89	11	0	549	12	2	50	32	15	542
D. I rarely read at home.	16	0	0	11	61	7	39	0	0	546	16	0	61	39	0	546	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	38	1	2	30	70	9	21	3	7	546	38	2	70	21	7	546	26	3	51	32	14	542
B. six to ten pages	31	2	6	24	69	7	20	2	6	546	31	6	69	20	6	546	28	3	59	28	9	544
C. eleven or more pages	30	3	9	24	71	6	18	1	3	549	30	9	71	18	3	549	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	23	22	23	22	1415	10
	2006-2007	34	33	34	33	1711	12
	2007-2008	22	20	22	20	1617	12
	Cum. Total*	79	25	79	25	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	53	51	53	51	6503	45
	2006-2007	43	42	43	42	6778	48
	2007-2008	66	59	66	59	7284	52
	Cum. Total*	162	51	162	51	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	16	15	16	15	3945	28
	2006-2007	24	24	24	24	3884	28
	2007-2008	13	12	13	12	3341	24
	Cum. Total*	53	17	53	17	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	12	12	12	12	2434	17
	2006-2007	1	1	1	1	1683	12
	2007-2008	11	10	11	10	1778	13
	Cum. Total*	24	8	24	8	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.2	68.0	10.2	68.0	9.0	60.0
Cluster 2: Shape and Size	14	29	8.3	59.3	8.3	59.3	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	3.1	62.0	3.1	62.0	2.2	44.0
Cluster 4: Patterns	14	29	9.2	65.7	9.2	65.7	8.4	60.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Wells-Ogunquit CSD
 School: Wells Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	112	22	20	66	59	13	12	11	10	551	112	20	59	12	10	551	14020	12	52	24	13	546
Ethnicity																						
African American/Black	1										1						392	5	33	32	31	537
American Indian or Native Alaskan	2										2						116	5	42	31	22	540
Asian or Pacific Islander	1										1						198	16	59	15	11	549
Hispanic	1										1						173	5	45	30	20	541
Caucasian/White	107	22	21	63	59	12	11	10	9	552	107	21	59	11	9	552	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	22	0	0	6	27	5	23	11	50	532	22	0	27	23	50	532	2390	2	29	34	35	534
No	90	22	24	60	67	8	9	0	0	556	90	24	67	9	0	556	11630	13	57	22	8	548
Current LEP																						
Yes	3										3						330	4	36	27	33	536
No	109	22	20	65	60	12	11	10	9	552	109	20	60	11	9	552	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	22	2	9	10	45	5	23	5	23	542	22	9	45	23	23	542	5461	5	46	30	19	541
No	90	20	22	56	62	8	9	6	7	553	90	22	62	9	7	553	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	112	22	20	66	59	13	12	11	10	551	112	20	59	12	10	551	14015	12	52	24	13	546
Gender																						
Female	57	8	14	37	65	8	14	4	7	550	57	14	65	14	7	550	6767	11	51	24	13	546
Male	55	14	25	29	53	5	9	7	13	552	55	25	53	9	13	552	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	112	22	20	66	59	13	12	11	10	551	112	20	59	12	10	551	12265	13	54	22	11	547
Gifted/talented program																						
Yes	6	4	67	2	33	0	0	0	0	572	6	67	33	0	0	572	464	58	40	2	0	564
No	106	18	17	64	60	13	12	11	10	550	106	17	60	12	10	550	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	1	100	520	1	0	0	0	100	520	5	6	39	29	25	539
B. less than one hour	74	19	23	48	58	7	8	9	11	552	74	23	58	8	11	552	66	12	52	24	12	546
C. one to two hours	25	3	11	18	64	6	21	1	4	549	25	11	64	21	4	549	26	12	55	23	11	547
D. more than two hours	0										0						2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	45	12	24	31	63	4	8	2	4	554	45	24	63	8	4	554	38	16	56	19	8	549
B. They match some of what I have learned.	49	9	17	31	57	7	13	7	13	549	49	17	57	13	13	549	48	9	53	26	12	545
C. They match just a little of what I have learned.	5	0	0	3	50	2	33	1	17	542	5	0	50	33	17	542	10	6	37	32	24	539
D. There is no match.	1	1	100	0	0	0	0	0	0	564	1	100	0	0	0	564	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	13	42	15	48	3	10	0	0	559	28	42	48	10	0	559	31	24	54	14	8	552
B. good	49	8	15	36	65	5	9	6	11	550	49	15	65	9	11	550	47	8	55	25	12	545
C. fair	21	0	0	15	65	4	17	4	17	543	21	0	65	17	17	543	19	2	43	35	20	539
D. poor	3	1	33	0	0	1	33	1	33	543	3	33	0	33	33	543	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	0	0	2	20	3	30	5	50	531	9	0	20	30	50	531	18	5	42	30	22	540
B. about the same as my regular schoolwork	66	11	15	49	68	9	13	3	4	552	66	15	68	13	4	552	66	11	55	23	11	547
C. easier than my regular schoolwork	25	11	41	14	52	1	4	1	4	559	25	41	52	4	4	559	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	30	6	18	22	65	2	6	4	12	551	30	18	65	6	12	551	21	10	48	26	16	544
B. two or three days a week	41	5	11	31	67	6	13	4	9	550	41	11	67	13	9	550	36	13	54	23	10	547
C. two or three times each month	19	8	38	10	48	3	14	0	0	556	19	38	48	14	0	556	27	12	54	23	11	547
D. never or almost never	10	3	27	3	27	2	18	3	27	547	10	27	27	18	27	547	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	4	67	0	0	2	33	541	5	0	67	0	33	541	7	12	44	25	19	543
B. two or three days a week	40	8	18	31	69	3	7	3	7	553	40	18	69	7	7	553	30	13	53	23	11	547
C. two or three times each month	34	8	21	21	55	7	18	2	5	552	34	21	55	18	5	552	34	12	54	23	10	547
D. never or almost never	21	6	26	10	43	3	13	4	17	549	21	26	43	13	17	549	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	2	25	1	13	1	13	4	50	535	7	25	13	13	50	535	7	7	40	25	28	539
B. 30–45 minutes	13	2	14	9	64	2	14	1	7	552	13	14	64	14	7	552	31	7	49	29	15	543
C. 45–60 minutes	40	10	22	30	67	3	7	2	4	554	40	22	67	7	4	554	40	12	55	23	10	547
D. more than 60 minutes	40	8	18	26	58	7	16	4	9	550	40	18	58	16	9	550	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 0	2 0	2 0	2 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	69 49	68 44	69 49	68 44	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	28 62	28 56	28 62	28 56	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 0	2 0	2 0	2 0	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.9	54.5	10.9	54.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.8	48.3	5.8	48.3	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.1	63.8	5.1	63.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA–WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Wells-Ogunquit CSD
 School: Wells Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	111	0	0	49	44	62	56	0	0	538	111	0	44	56	0	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	2										2						116	0	28	66	6	534
Asian or Pacific Islander	1										1						196	2	55	42	2	541
Hispanic	1										1						170	0	29	62	9	535
Caucasian/White	107	0	0	48	45	59	55	0	0	538	107	0	45	55	0	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	22	0	0	3	14	19	86	0	0	532	22	0	14	86	0	532	2372	0	12	72	16	529
No	89	0	0	46	52	43	48	0	0	540	89	0	52	48	0	540	11600	0	50	48	1	539
Current LEP																						
Yes	2										2						319	0	30	58	12	533
No	109	0	0	49	45	60	55	0	0	538	109	0	45	55	0	538	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	22	0	0	6	27	16	73	0	0	536	22	0	27	73	0	536	5435	0	32	61	7	535
No	89	0	0	43	48	46	52	0	0	539	89	0	48	52	0	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	111	0	0	49	44	62	56	0	0	538	111	0	44	56	0	538	13967	0	43	52	4	538
Gender																						
Female	56	0	0	32	57	24	43	0	0	541	56	0	57	43	0	541	6750	1	55	43	2	540
Male	55	0	0	17	31	38	69	0	0	536	55	0	31	69	0	536	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	111	0	0	49	44	62	56	0	0	538	111	0	44	56	0	538	12227	0	46	50	4	538
Gifted/talented program																						
Yes	6	0	0	3	50	3	50	0	0	541	6	0	50	50	0	541	464	2	74	23	0	545
No	105	0	0	46	44	59	56	0	0	538	105	0	44	56	0	538	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Wells-Ogunquit CSD
 School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	1	100	0	0	522	1	0	0	100	0	522	5	0	29	57	14	533
B. less than one hour	74	0	0	40	49	42	51	0	0	539	74	0	49	51	0	539	66	0	44	52	3	538
C. one to two hours	25	0	0	9	32	19	68	0	0	537	25	0	32	68	0	537	26	0	45	52	3	538
D. more than two hours	0										0						2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	31	0	0	23	68	11	32	0	0	542	31	0	68	32	0	542	25	1	54	42	3	540
B. good	49	0	0	22	41	32	59	0	0	538	49	0	41	59	0	538	50	0	46	51	3	538
C. fair	19	0	0	3	14	18	86	0	0	534	19	0	14	86	0	534	22	0	29	65	6	535
D. poor	2	0	0	1	50	1	50	0	0	539	2	0	50	50	0	539	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	9	0	0	3	30	7	70	0	0	532	9	0	30	70	0	532	14	0	33	56	10	535
B. about that same as my regular schoolwork	68	0	0	31	41	44	59	0	0	538	68	0	41	59	0	538	65	0	45	52	3	538
C. easier than my regular schoolwork	23	0	0	14	56	11	44	0	0	540	23	0	56	44	0	540	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											